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ABSTRACT

Milligan College instituted an off-campus laboratory program for its student teachers. A team of classroom teachers works with the prospective teachers. At the sophomore level some observation and teaching is done by students who are then evaluated. During the junior level a student is assigned one child to aid in reading abilities for 5 weeks. The senior level is instructed by a team from the education faculty. Topics including educational psychology and philosophy are taught, and during this time a stimulated program is utilized. Situational classroom problems are presented via film, role playing, and reading. A discussion follows as to the methods of handling these cases. Microteaching sessions are also conducted, with the student performance recorded on tapes and replayed as a basis for discussion of the correction of mistakes. Those involved feel that the microteaching has improved and accelerated the involvement of the student teacher with the teaching process. (JLF)

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OFF-CAMPUS LABORATORY EDUCATION *

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Milligan College concerned about the training of teachers for the public schools has developed an effective laboratory program which is proving of interest to those seeking teachers and also to those who wish to train for teaching.

Students who wish to enter the teacher-education program make application during the sophomore year when they are enrolled in psychology 252. Transfer students desiring to enter the program apply for admission the first semester they are enrolled in Milligan College.

To be admitted to this program, the student must have a satisfactory grade point standing in all college courses (2.25 on a 4.0 scale). In addition to the application for admission, the student is required to take a battery of tests which are administered by the college counselor. The student must also secure written recommendations from his advisor in his major teaching field. Final approval is given by the committee on admissions in the education program.

A minimum of two semesters' study is required in the regular teacher-education program. Admission to the program does not guarantee completion. If for any reason the education faculty decides that the student should not continue in the program he may be required to withdraw any time before completion.

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* A paper read at the Second Reading Conference Sept. 30, 1971 held at Clemson College, South Carolina

In Milligan College we have a team of teachers working with the training of prospective teachers. This team consists of the director of the education department and five men and myself, with some members from other areas meeting with us sometimes, and sometimes one or two seniors.

For team teaching to be successful, frequent planning and close involvement with the whole program is important. Each week this group meets for at least one hour and frequently more time has to be devoted to planning. The seniors who attend these meetings hear our ideas and plans and they contribute or criticize and make helpful suggestions. This weekly meeting has many advantages such as (1) flexibility of groups of students; (2) wise use of the teacher competencies; (3) a built-in check and balance system; (4) and teachers sharing and learning from each other.

Sophomore level.

Milligan has developed within the last five years an OFF-CAMPUS program beginning at the sophomore level. Required psychology 252, which is developmental psychology, requires three hours of class discussions and two half days per week of involvement in a public school. This is not just for observation but it really means involvement, log of each visit recorded, and turned in.

In the sophomore year an elective course Methods of Teaching Reading is offered and is growing in popularity though not yet a required course. In this course students study the basic principles of teaching reading, gain knowledge in the fundamental areas and

techniques of teaching reading with discussions from the half day off-campus experience in public schools required for developmental psychology.

Students are asked to give the instructor of this course a copy of the log kept for developmental psychology so that an awareness and guidance of discussions may be more helpful in the reading discussions. Many questions are presented from their hours in the local public schools. Discussions, with factors and causes, sometimes suggestions for aiding a teacher or a child are given and used.

Also at the sophomore level students from the course, "Physical Education for the Public Schools" go out into the public schools for a student teaching experience. Each student spends one week in observation and evaluation and eight weeks in actual teaching experience. These students have control of one teacher's class twice a week for a thirty-five minute lesson in physical education thus spending seventy minutes each week in teaching physical education.

These students are observed and evaluated by the teacher whose class they are teaching, by the principal and by the Milligan instructor of the course. A conference of the instructor and each student is scheduled at least once each four weeks' period for evaluation purposes.

Each student keeps a cumulative folder which includes planning of units, lesson plans, what happened each day of teaching, and an evaluation of each day's lesson.

During the past three years an average of fifty-seven students have participated in this off-campus experience.

Junior Level.

At the junior level all the students working toward an elementary certificate must take Education 411A which works from the diagnosis and remediation of one child needing help to the methods of teaching reading individually and in groups in the classroom.

Each Milligan student in this class for the last five years has devoted three hours per week to class meetings and three hours per week to a child in a public school for a semester. By the second week each student is given a child from grades two through six in a near-by public school for testing with Durrell Analysis of Reading Difficulty to discover the child's ability to read orally and silently, to listen and respond to questions for comprehension, for word recognition of primary words and elementary words, for phonetic recognition of sounds of words noting errors at the beginning and ending of words, for visual recognition of beginnings, medials and endings of words, for spelling of words phonetically and a standardized spelling test, for handwriting, for basic abstract words needed in primary reading. Students are also given training in using the Peabody Picture Test and non verbal intelligence tests such as Lorge-Thorndike and others.

The grading and evaluating of information from the testing is done individually with Milligan students in my office at a scheduled time. From this conference large sheets indicating needs of child in word recognition, fluency, comprehension, listening, spelling and handwriting are compiled. This diagnostic sheet is a guide for the remediation and is added to at the time of discovery during the remediation period. Thus keeping diagnosis continuous.

Log forms are supplied students for daily planning and recording of objectives, procedures, materials, assignments to be planned before going to work with the child and for recording evaluation and comments relative to the session with the child after the teaching session. These logs are checked each week by the instructor and each is read carefully with suggestion for improvement, for reinforcement, and keeping a check on the work in the field.

This past year 1970-71 the education students, 22 the first semester and 21 the second semester, worked in diagnosis and remediation with 43 children in five different elementary schools of four systems. During this year they compiled 1274 hours of work with children needing help and at the same time reading with its problems was very much a learning experience never to be forgotten.

Administrators, supervisors and teachers welcome Milligan students into their classrooms and provide places for them to work with each child. In return, these Milligan students help many children to keep abreast of the work needed in reading and save them from failure. Numbers of teachers have told me that without this individual help many children would not have made progress and they always wish for more Milligan students than Milligan can provide.

Education students often talk as though this is one of the hard courses but they always finish it with pride and happiness over learning that comes from the off-campus experience.

CLINICAL HOURS FOR A FIVE YEAR PERIOD OF THE STUDENTS

IN EDUCATION 411A WORKING WITH INDIVIDUAL CHILDREN

OFF-CAMPUS AT MILLIGAN COLLEGE

School Year	Hours	Minutes	Schools	Milligan Students	Children
1966-67	582	12	4	29	29
1967-68	1044	21	4	36	36
1968-69	1033		5	37	37
1969-70	949		5	32	32
Summer 1970	192	5			
total	1141	5			
1970-71	1274	11	6	43	43
Summer 1971	45				
total	1319	11			

Purpose.

The purpose of this program of off-campus experience was to give juniors early training in classroom situation with teachers and children. The plan involved:

1. Securing the cooperation of near-by elementary public schools.
2. Recording by each student of the activities engaged in each week. (The check list of activities was taken from the University of Georgia Department of Education in its Model for Teacher Training.)
3. Supervising as closely as possible by the course instructor.
4. Evaluating in writing the learning experiences by each student.
5. Securing the reactions to the program from public school teachers involved.

Early in the fall of 1970, before Milligan students enrolled, the instructor of this course secured the cooperation of five public elementary schools in sharing in the development of this project.

Each student spent from two to two and a half hours per day during the language arts period each morning for five weeks in the same room in which a child has been assigned for the diagnosis and individual work. Each student continued the work with the individual child also.

During the five weeks spent in the public schools the Milligan student wrote a weekly report giving daily experiences and activities, checking the list provided for both teachers and themselves. (This list was adapted from the Model for Teacher Training at the University of Georgia, Education Department.)

In addition to working the five days a week during this period in the classrooms the entire class met the instructor at 7:30 each Friday morning for reporting and discussion of problems.

At the end of five weeks in off-campus experiences the students return to regular class meetings. Each student wrote an evaluation of what each thought was the learning experiences during the five weeks in the classrooms.

The instructor visited classrooms in each school while the students were in this program and also after the end of the five weeks she visited the faculty of each school participating in the project and secured comments and suggestions for the projects.

The period during the semester arranged for this off-campus experience was the second five weeks of the semester. This gave opportunity for the instructor to prepare the students for the experience during the first five weeks and at the same time begin diagnosis and remediation of the individual child assigned. It also allowed the

Milligan students to get to know the teacher and something of the classroom procedure. The last weeks of the semester the students continued the work with individual child and class periods resumed with study of methods of remediation and the teaching of reading in the classroom.

FINDINGS OF THE STUDY

Milligan Students Activities.

Each semester the instructor took the list of activities engaged in by each participant in the program and totaled the number of activities engaged in in each school. Then the average number of activities was found by dividing by the number of Milligan students in each school. The schools were then ranked according to the average activities per Milligan student. In the following table the number of students assigned to the school and the average number of activities may be seen for both semesters.

First Semester

School	Number of Milligan Students	Average Number of Activities
Stratton	2	105
West Side	5	78
Keystone	4	64
Evans	4	41
Second Semester		
Stratton	4	218
Keystone	4	187
West Side	7	185
*Cherokee	3	160

*Cherokee Elementary School replaced Evans Elementary School because of the distance and time of travel involved.

This table indicates an excellent growth in involvement and activities engaged in from the first semester to the second. Teachers may have moved more quickly to involve students and also felt more confident in using student help with children.

Learning Experiences.

During the first class period after the off-campus experiences the students wrote what they thought they learned during the five weeks in off-campus classrooms. Each student appeared to be seriously thinking and their learnings indicate the range and discernment of this experience. If less than one third of the class mentioned a learning it is not reported in this article.

First Semester Student Assistants Learnings

	Percent of Response
1. Must be organized in planning and use of materials	46.6
2. Reassured me of my ability to teach	46.6
3. Realized amount of work in teaching	46.6
4. Rapport and respect very important	46.6
5. Handling children not too easy, not too hard, flexible	46.6
6. Bulletin boards mean work and careful thinking	46.6
7. Operation of machines, ditto, audio-visual equipment	46.6
8. Fear of being alone with children vanished	46.6

Second Semester Student Assistants Learnings

		Percent of Response
1.	Planning is very important	77.7
2.	Strengthened my desire to teach	77.7
3.	All teaching and reading are complex	55.5
4.	Teacher must help individual child	55.5
5.	Discipline should be positive	50.0
6.	Discipline needed in order to teach	44.4
7.	Lesson plans are a must	38.8
8.	Directing activities is important	38.8
9.	Lots of work involved in teaching	38.8
10.	Teacher must be flexible	38.8
11.	Developed a desire to be good, dedicated teacher	38.8
12.	Teacher must know materials to help individuals	38.8
13.	Busy children eliminate discipline	33.3

Reactions of Classroom Teachers.

Student Assistants work in grades two through six with teachers who generally responded to the project in mostly favorable terms. Some reactions were:

"I would have liked to have had this opportunity in college.

My student assistant found more work to do than she expected.

I found my Milligan student eager and helpful.

I do not care to have another who cannot remain the entire semester.

This has been a discovery period for my student.

My student assistant was weak in phonics, spelling instruction.

My student assistant was creative, seeing, and sensing situations.

I wish we had twenty students like this for all semester."

SUMMARY

From the finding of this program of off-campus experience for juniors the following may be noted.

1. Public elementary schools in the surrounding areas are willing to aid a college in the laboratory training of teachers. Each school that was consulted and invited to take part responded and is willing to continue the program next year.
2. The Milligan College juniors in five weeks of no more than two hours or two hours and thirty minutes a day for five days a week participated in instructional and non-instructional activities within the classroom of a public elementary school. From this close association with classroom teachers and children the Milligan juniors have indicated in their evaluations the following important learnings as to what is involved in teaching:
    a. The amount of work necessary to teach
    b. The importance of planning
    c. The importance of discipline, positive discipline
    d. The importance of meeting each child's needs
    e. The importance of knowledge in operation of machines
    f. The importance of knowing many and varied materials
3. From teachers' responses most Milligan students received a favorable reaction for their efforts during the five weeks, a few, only three or four out of the thirty-three, failed to get strong approval of their work and attitude. All classroom teachers preferred a continuous flow of student assistants for each entire semester rather than the short five-week period.

4. There was an increase in Milligan student involvement in activities during the second semester which might have been due to the experience with the program in the first semester.

Senior Level.

At the senior level our expectant student teachers find themselves being taught in the education block for one half three days per week by the team of education faculty. Usually two of the team work together in these class sessions directing, guiding, contributing and serving as resource people with students discussing their readings, observations, talks by invited personnel such as superintendents, supervisors, principals, and other college or university personnel. They learn much from these visitors as to what is expected of them in public schools.

This block of educational learning includes the reading of five books on educational topics in Educational Psychology, Measurements, Learning, Philosophy, etc. They also must complete and demonstrate to the instructor the use of audio-visual equipment for schools.

Simulation.

We are using also in this block for our practice teachers what is called a simulated program published by Science Research Associates. One of the authors is Dr. Cruickshank.

This simulator includes excellent information and problems which arise in classroom work and in dealing with child and parents. The simulation is presented on films, in role playing, in Cumulative Records of 30 children in a fifth grade classroom in a normal school and community with normal children who range high and somewhat low in mental abilities, with many different personalities and a faculty which adds zest to the fun we have for a period of about two or three weeks.

Some of the situations involve:

1. Handling a disruptive child who constantly keeps at it
2. Getting students to do homework
3. Handling aggressive behavior
4. Differentiating materials and plans for slow, average, and gifted
5. Having a distaste for grading papers
6. Discussing with parents their children's unsatisfactory achievement
7. Being impatient with pupils
8. Feeling nervous when supervised
9. Contacting unresponsive parents
10. Not knowing what to do with reading problems

Students are required to identify the problem as seen on the film or in role play or from presentation in print. Then in small groups sometimes we have eight groups of eight students discussing and deciding ways and methods of meeting and handling these. The team, two of us, usually closes one of these sessions which run daily with our words of wisdom.

When student teachers were asked what reactions they had to micro-teaching, the following responses were given.

"Micro-teaching gave me self-confidence."

"Micro-teaching broadens and narrows our training for teaching. It can give us the specifics or the generalizations."

"It teaches flexibility for I never knew when a child would bring up something new and unexpected."

"Micro-teaching gets you aware of the need to have more background so that you can shift and pick up a lead from a child even when you had no plan for it."

The consensus of the practice teachers, the public school classroom teachers, and the Milligan faculty is that micro-teaching has been very helpful in training the student teachers.

The prospective elementary teachers are divided into small groups of three or four and placed with a Milligan supervisor. At the first meeting of the group suggestions in planning procedure for teaching a small unit or skill for three to five minutes in any chosen subject are given. A schedule for three sessions of micro-teaching is made and the grades are selected for each of these sessions, thus giving time for planning as each member of the group teaches at the same grade level at a session and to the same children.

The speed of teaching and taping has contributed to the success and pleasure of this type of training. Each lesson taught by a student teacher follows immediately one after the other until all in the group have taught and been taped. Then the children return to their classrooms. This fast moving, of experience on to tape, is exciting and requires only fifteen to eighteen minutes for the entire group of student teachers. The play-back of the video tape is then closely observed and studied by those who have taught and the Milligan supervisor.

Each lesson by a member of the group is discussed first for weaknesses and then for strengths by the person who did the teaching. Then the other student teachers make constructive suggestions and finally the Milligan supervisor summarizes and presents ideas for immediate improvement. When it is felt needed or helpful any part of the tape may be replayed so as to interweave suggestions. Each student teacher enters into this group learning situation by observing, listening, asking questions, taking and making suggestions, and using immediately

what they can in a reteaching situation.

The reteaching is done with a group of three or four new children at the same grade level as those in the first teaching session. A video tape is made of the reteaching, then the children are excused and return to their classrooms, and the tape is played back for discussion and checking. Improvement is pointed out and the student teachers enjoy a feeling of learning and accomplishment.

Each student teacher does at least three micro-teaching sessions consisting of teaching and reteaching each lesson which is really six experiences of teaching. Each student teacher teaches reading and two other subjects at three different grade levels. The faculty of Milligan College makes arrangements in near-by public schools in order to secure children and a place to make the tapes.

Classroom teachers have noted how quickly those student teachers who have had micro-teaching move into classroom work with the individual child, a small group, or the entire class. It is the concensus of those involved in training teachers that micro-teaching has improved and accelerated the involvement of the student teacher with the teaching process. Milligan faculty, public school classroom teachers, and student teachers are in agreement that this is one of the most effective methods to get the teacher ready for teaching children, working as a team with others, understanding the structure of lessons, and involvement and interaction with children.